

Teacher(s): Johnson

Subject: World History

Week of: Jan 22 – 25, 2018

Week: 22

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	<b>Standard(s):</b> <b>SSWH 9 Analyze change and continuity in the Renaissance and Reformation.</b> e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I	<b>Do Now: Guided Instruction (We do)- Is your religion one of the Protestant creations from the Reformation? (see p. 491)</b>  <b>Opening: Focused Instruction (I do)- explain work session and assist as needed</b>  <b>Work Session: Collaborative Learning (You do together)- in pairs, complete the Atlas Activity 52 – Reformation and Counter Reformation</b> <b>Independent Learning (You do alone)- complete question set for Chapter 17, Section 3: p. 489 (A), p. 490 (B), p. 491 (1), p. 494 (3,4,5)</b>  <b>Closing: Guided Instruction (We do)- Why did England become Protestant?</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Atlas Activity 52</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Atlas Activity 52 17-3 Question set
	<b>Purpose:</b> To provide the students with a basic understanding of what contributed to the change and continuity of the Reformation			<b>Summative:</b>
Tues	<b>Standard(s):</b> <b>SSWH 9 Analyze change and continuity in the Renaissance and Reformation.</b> e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.	<b>Do Now: Guided Instruction (We do)- Is your religion one of the Protestant creations from the Reformation? (see p. 491)</b>  <b>Opening: Focused Instruction (I do)- explain work session and assist as needed</b>  <b>Work Session: Independent Learning (You do alone)- complete question set for Chapter 17, Section 4: p. 496 (A), p. 497 (GS 1,2), p. 498 (B), p. 500 (3,4,5,7)</b>  <b>Closing: Guided Instruction (We do)- Why did England become Protestant?</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib Other	<b>Formative:</b>  Teacher Observation Q&A 17-4 Question set
	<b>Purpose:</b> To provide the students with a basic understanding of what contributed to the change and continuity of the Reformation			<b>Summative:</b>
Weds	<b>Standard(s):</b> <b>SSWH 9 Analyze change and continuity in the Renaissance and Reformation.</b>	<b>SUBSTITUTE: MR. ELLIOTT</b>  <b>Do Now: Guided Instruction (We do)- gather all the work from last week thru Tuesday</b>  <b>Opening: Focused Instruction (I do)- Substitute explains work session</b>  <b>Work Session: Independent Learning (You do alone)- Complete all question sets and Atlas activities</b> <b>AND / OR</b> <b>Collaborative Learning (You do together)- in pairs, Complete all question sets and Atlas activities</b>  <b>Closing: Guided Instruction (We do)- ID what work you have remaining</b>  <b>Home Learning: Complete remaining work</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A
	<b>Purpose:</b> To afford the students to get caught up with the work in preparation for the review and quiz			<b>Summative:</b>

Thurs	Standard(s): SSWH 9 Analyze change and continuity in the Renaissance and Reformation	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- Which church did the Jesuits support?</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- Explain work session; assist as necessary</p> <p><b>Work Session:</b> Guided Instruction (<i>We do</i>)- Discuss the GSE elements and the answers provided on the class work to review for the quiz</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<p><b>Formative:</b></p> <p>Teacher Observation Q&amp;A</p>
	Purpose: To provide students with the opportunity to verify their work and answer questions for the Quiz	<p><b>Closing:</b> Guided Instruction (<i>We do</i>)- Who feels that they are prepared for the quiz? Who is going to study for the quiz tonight?</p> <p><b>Home Learning:</b> Study for the Quiz</p>		<p><b>Summative:</b></p>
Fri	Standard(s): SSWH 9 Analyze change and continuity in the Renaissance and Reformation	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- 10 minute quick study</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- explain quiz procedures, work session, assist as necessary</p> <p><b>Work Session:</b> Independent Learning (<i>You do alone</i>)- Complete WH 9 Quiz Independent Learning (<i>You do alone</i>)- turn in classwork set</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<p><b>Formative:</b></p> <p>Teacher Observation Q&amp;A WH 9 Quiz Classwork turn in</p>
	Purpose: To provide the students an opportunity to validate their learning and identify their areas of weakness	<p><b>Closing:</b> Guided Instruction (<i>We do</i>)- Ask students who passed and what Qs were the most difficult</p> <p><b>Home Learning:</b></p>		<p><b>Summative:</b></p>